

# Eat Smart Be Smart

## Variety Balance Moderation

 Grade Level: Fifth      Lesson Time: 50 Minutes

 Integrated Subject Areas: Language Arts and Health Enhancement

 Montana Content Standard: Reading 1: Students construct meaning as they comprehend, interpret, and respond to what they read.

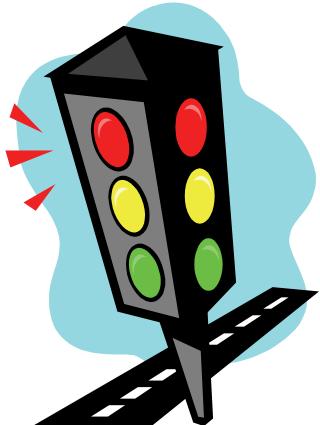
 Montana Content Standard: Health Enhancement 1: Students have a basic knowledge and understanding of concepts that promote comprehensive health.

 Objectives: Students will plan meals that include foods from all groups of the MyPlate; apply the principles of variety, balance, and moderation in making food choices; understand that all foods can fit into a daily eating plan; and understand the concept of moderation by categorizing foods as either Go, Slow, or Whoa foods on the accompanying list.

### Lesson/Activity

1. Display the MyPlate poster and explain that it is a guide for learning the types and amounts of foods to eat each day. MyPlate promotes eating a variety of foods from all the food groups to make sure students get the nutrients and energy needed to grow, learn and play. The goal is for students to eat enough food to be healthy and grow up strong while not eating more than their bodies need.
2. Go through each food group on the MyPlate and ask the students to name foods in each group. Distribute the Nutrients and What They Do handout. Ask the students to name the key nutrients that each food group supplies. Remind the students that by eating a variety of food groups, they are able to get a good supply of the key nutrients each day.
3. Divide the students up into groups of 4-6 and distribute markers, sheets of paper, 25 strips of paper, and 7 lunch bags to each group.
4. Have them select a team name that contains an adjective and a food (amazing apples, great grapes, delicious dairy) and write the name of their group on one of the bags. Have them label the other five bags with the 5 food groups (Grains, Vegetables, Fruits, Milk, Meat/ Beans), and label the last bag with "Fats, Oils and Sweets."
5. Have students work as a team to plan a menu for a day including breakfast, lunch, dinner and one snack. Have them record this on the sheet of paper. Remind them to focus on selecting a variety of foods to include foods from all the food groups; drinks or beverages count too.
6. Once they have the meals and snacks planned, have them write each individual food group item on separate slips of paper. Combination foods like pizza would have to be broken down to crust, sauce, cheese, etc.; a sandwich would be bread, turkey, mayonnaise, cheese, lettuce or tomato.
7. Have the team place all their slips in the bag labeled with their team name. Put this bag on one side of the room. Place the other 6 bags labeled with the food groups on the opposite side of the room.

- Materials Needed:
  - MyPlate Poster
  - A copy of Nutrients and What They Do handout
  - A copy of the Go, Slow, and Whoa Foods handout for each student
  - 1 sheet of notebook paper per team
  - 25 Slips of paper(2'x4') per team
  - 7 paper lunch sacks per team
  - Markers



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8. Now time for a team relay! If space is limited, you could have two teams go at a time. Reinforce the idea of balance by asking each team member to take a turn hopping on one foot to their team's bag and grab two slips of paper (while standing on one foot), then switch and hop on the other foot the whole way back carrying one slip of paper in each hand. Once they reach their team, the student reads the foods listed on the slips of paper, they decide what food group the items belong in, and the student then places each in the appropriate bag. Continue doing this until everyone has had a chance to go and/or all of the food slips are gone.
9. Have the teams count how many foods they had in each food group bag and then determine if they had food balance (foods from all the food groups) and variety (different foods within each group). If not, what could they change? Explain that a balance over several days is more important than a strict balance at each meal. Some days we eat more and some days less. Normal eating is regulated by hunger and fullness, and usually includes three meals per day, and one or two snacks. It does not include fasting, binge eating, dieting or routinely skipping meals.
10. Moderation is the last concept for the discussion. There is no such thing as a "good" or "bad" food; however, many people today are choosing high-calorie, low-nutrient foods too often, which can lead to obesity. To allow the students to practice this concept, have them look at the "Go, Slow, and Whoa" handout. Note the difference between "Go," "Slow," and "Whoa" foods. Ask the following questions.
  - What vegetables are "Whoa?" (Answers are in parentheses; or refer to the list) Why do you suppose they are listed there? (fried)
  - What breads/cereals are "Go?" (see list) Why do you suppose they are listed there? (they are whole grains, good fiber source, minimal fat content)
  - What fruits are "Slow?" (see list) Why do you suppose they are listed there? (High sugar content)
  - What is the best choice for fruits? (All fresh, frozen, or canned in own juice)
11. As a homework assignment, have the students go through the list and circle foods that they eat most often in each category. Stress to them that paying attention to the serving size eaten is important to eating a balanced diet. You may want to review the serving size versus portion size concepts from grade 4 lessons.
12. To conclude the lesson, remind the students that the goal is variety, balance and moderation. Encourage them to put the Go, Slow, and Whoa list somewhere in their kitchen to remind them about healthy eating.

### Outcome Goals

-  Students will practice planning menus with foods from the five food groups and categorizing foods into each food group.
-  Students will understand and evaluate meals for variety, balance, and moderation.
-  Students will be able to identify foods according to the Go, Slow, and Whoa foods list.

### Extending the Lesson

 Play the game, *Fuel for Fitness: A Nutrition Quiz* developed by Connie Evers, MS, RD ([www.nutritionforkids.com](http://www.nutritionforkids.com)) to allow the kids to have fun exploring their nutrition knowledge.

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### Acknowledgments/Adapted From

WIN Kids Lesson, Wellness IN the Rockies; We Can!/CATCH: Coordinated Approach to Child Health; Connie Evers, MS, RD